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ABSTRACT

A foreign language survey was undertaken in the Edmonds School District because the number of students studying foreign languages had decreased between the years 1957-58 and 1972. The survey was designed for students not enrolled in foreign language courses, and was intended to acquire several types of information: (1) information concerning recent programs from former foreign language students; (2) the student's reasons for not continuing foreign language study; (3) suggestions for changes that would make foreign language courses more attractive; and (4) overall attitudes toward foreign language learning. Some of the observations and tentative conclusions were: (1) district foreign language programs have far greater difficulty in holding students than attracting them; (2) the foreign language program is falling far short of meeting the expectations of entering students; (3) "lack of practical value" and "course is hard" are primary considerations in the minds of students avoiding foreign language; and (4) many students feel that foreign language study is not worth their time. As for recommended changes, the primary requests were for self-paced work and pass/fail grading. In addition to the questionnaire and student comments, tables with statistical data on foreign language enrollments and summaries of student responses are provided. (LG)

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SUMMARY OF FOREIGN LANGUAGE NONPARTICIPANT SURVEY

Background

Because of changing college requirements and student demands, a number of changes were made in the Edmonds district foreign language program during the years 1968-72. Student attitude surveys of students enrolled in foreign language were made in May, 1968, and May, 1971, and the latter survey indicated that the Foreign Language Council had indeed to some degree been successful in changing some attitudes displayed in the 1968 survey.

However, when calculated in percentage of total student body involved with foreign language, district high school foreign language enrollments in October, 1972, had fallen to the lowest point in recent history--in 1957-58 Edmonds High School (the only high school in the district at that time) had a foreign language enrollment of 24.6%, whereas the foreign language enrollment in all senior high schools in October, 1972, was only 21.8%. Thus, although enrollment figures had increased because of increasing total enrollments, the percentage of the "market" cornered by foreign language had decreased. (Cf. Table I)

To gain some further insight into the nature of the problem and hopefully to acquire some suggested routes to consider in the future, it thus seemed appropriate to survey those students in the five district high schools who were not enrolled in foreign language. Such a survey would have the advantage over previous discussions among teachers in that the students themselves would indicate the nature of the problem rather than having the teachers guess what was amiss.

The Survey

The survey form was distributed to the counseling department in each high school with the request that every fifth student be polled, provided he was not then enrolled in foreign language. The instructions were that if a student's name appeared and he was enrolled in foreign language, the count should continue another five names before the next name was pulled. Three of the five high schools--Mountlake Terrace, Lynnwood, and Edmonds--had a return well above 80%, giving assurance that the results from these schools should reflect with relatively high accuracy the prevailing view among all students not involved in foreign language. The percentage of returns from Woodway and Meadowdale High Schools fell well below the 80% mark and thus the results from these two schools must be interpreted as applying to approximately two-thirds or one-half of the student bodies, respectively. By the same token, the total results for the district must be interpreted with the realization that these results are more heavily influenced by the first three schools than by the last two.

The survey questionnaire was intended to acquire several types of information:

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1. Information concerning recent programs from former foreign language students, i.e. foreign language dropouts. (Items 4-9)

2. Students' own reasons for not taking foreign language now, including impact of outside influences on such decisions. (Items 10-11)

3. Suggestions for changes which would make foreign language more attractive. (Items 12-13)

4. Overall attitudes toward foreign language learning. (Items 14-16)

The questionnaire has several obvious limitations:

1. The lack of sufficient return to insure absolute validity.

2. The offering of alternative answers from which the respondent was to choose avoided some other possible choices.

3. Inability to identify among those who had previously taken foreign language in grade school (better than 25% in some schools) what kind of foreign language instruction was offered, i.e. some of these responses might well be referring to a 15-minute-per-day TV Spanish program with no follow-up in the classroom, or they might refer to a full-fledged FLES class taught by an interested and competent teacher.

4. In order to make it possible for a respondent to mark more than one response on some items, it was necessary to permit this on every item. A visual check indicates that very few answer sheets actually contained multiple answers, but some did. Of course, some respondents have actually studied more than one language, so they legitimately indicated this on their answer sheet. However, because of the possibility of multiple answers, not all responses total 100%.

Reading The Summary Sheets

The attached summary sheets are based on tabulations from student responses as reported by the Data Processing Office. The following abbreviations are used:

Dist.	-	Totals reported for all five senior high schools.
TH	-	Mountlake Terrace Senior High School
LH	-	Lynnwood Senior High School
EH	-	Edmonds Senior High School
WH	-	Woodway Senior High School
MH	-	Meadowdale Senior High School
Fut No	-	Students who answered "no" to question: "Do you expect to take a foreign language in the future?" (Item 2, ans. 3)
Prev FL	-	Students who answered "yes" to question: "Have you ever studied a foreign language in school?" (Item 3, ans. 1)
JH	-	Students who answered "Junior high only" to question: "Where did you study the language?" (Item 6, ans. 2)

J/S	-	Students who answered "Junior and senior high" to question: "Where did you study the language?" (Item 6, ans. 3)
SH	-	Students who answered "Senior high only" to question: "Where did you study the language?" (Item 6, ans. 4)
Sp	-	Students who answered "Spanish" to question: "What language did you study?" (Item 4, ans. 5)
Fr	-	Students who answered "French" to question: "What language did you study?" (Item 4, ans. 1)
Ge	-	Students who answered "German" to question: "What language did you study?" (Item 4, ans. 2)

Percentages for the individual high schools and for the district total columns for Items 4-9 were computed by hand, using the total number of "yes" responses for Item 3 as a base and calculating the percentage for each response in Items 4-9 according to the number of responses given for each. This was done on the assumption that the respondent who answered negatively for Item 3 would have gone directly to Item 10, as he was instructed to do.

The first line on the summary sheet (Table II) indicates the return for each of these divisions: percentage of return for each high school, and the number of responses for each of the other classifications.

Results for the high schools are ordered from left to right according to degree of reliability, i.e. percentage of returns. Responses for individual items are listed according to descending percentage of response at district level, i.e. percentage totals for all returned answer sheets.

As an aid in seeing quickly the relative strength of various responses, a second summary sheet (Table III) has also been prepared. For purposes of this table, any response below 10% was considered insignificant, and a number was assigned for every three percentage points starting with 10:

10 - 12.9%	1
13 - 15.9%	2
16 - 18.9%	3...etc.

Thus in the District Total column (Dist) for Item 8, we notice that the reasons students gave for initial enrollment in foreign language had a value of 7 for the expectation that foreign language would be interesting and fun, contrasted with a rating of 3 for college requirements. Thus one may quickly note that not only was the first response more popular, but had a decided greater popularity over the next two responses. In the same item, we can also see that the counselor has some minimal influence in encouraging students to enroll in foreign language at the high school level, but not in any of the other divisions.

Student Comments

Students surveyed were invited to write additional comments on the back of the answer sheet if they wished. The comments which did appear are reproduced on pages 10-13 and the numbers in parentheses within the body of the following paragraphs refer to the

student comments. The following conclusions are based on the data resulting from student responses to the specific items of the survey, but student comments sometimes give further emphasis to some of these conclusions, sometimes indicate divergent viewpoints not represented in the final tally. Any references to particular schools or personnel have been deliberately deleted, and the reader is cautioned against trying to infer immediately the source of a particular comment, for very often these comments came from unexpected sources, e.g. one moving plea for the opportunity to work at the student's own pace came from a student at Edmonds Senior, where this opportunity has been available in all foreign language classes for three or four years.

Observations and Tentative Conclusions

Reactions of Former Language Students

> District foreign language programs have far greater difficulty in holding students than in attracting them.

Affirmative responses to question 3, "Have you ever studied foreign language in school?" range from 41.4% for Mountlake Terrace Senior to 55.6% for Edmonds Senior, both schools having a high reliability factor. The district average is 48.8% "yes" responses. Of the 48.8% which had previously studied foreign language in school, 68.1% had two semesters or less of foreign language, with higher ranges of 71.5% for Edmonds Senior, 74.7% for Lynnwood Senior, and 77.1% for Mountlake Terrace Senior. (1)

> The foreign language program is falling far short of meeting the expectations of entering students.

By far the principal reason given by former students for having enrolled originally was they "thought it would be fun to learn another language." (Item 8): 37.8% indicated this response, compared with 19.8% who said that it had been required of everyone in the classroom (i.e. a FLES program) and 18.6% who had enrolled because of college or career requirements. Thus the motivation of "fun" was virtually double that of the second-place response. Within the group who had studied foreign language only in junior high school, 58.8% enrolled because they expected the class to be fun, contrasted with 15.4% who enrolled because of college or career requirements. We might also note that all other reasons for entering foreign language--hope of travel, advice of others, etc.--played no significant role.

We see a sharp contrast with these expectations and the responses given by these same students to the question, "What was your general feeling about your experience in foreign language learning?" Whereas 37.8% had expected that "it would be fun to learn another

language," only 18.6% of the former students left the class feeling that "on the whole I found it interesting and fun," and another 13.2% said that "it was fun, but did not do me any real good." (In the group which had studied only in junior high, the percentages dropped from 58.8% to 19.1% and 15.4% respectively.)

> Most former students not now in foreign language received their introduction to foreign language prior to entering high school.

In response to Item 6, we note that 40.2% of all respondents had studied foreign language only in junior high school, another 14.7% had begun in junior high and continued into senior high, and 20.1% indicated they had been exposed to foreign language in elementary school. By contrast, only 16.8% waited until senior high to begin a foreign language. Responses for the individual schools are fairly consistent with the total results, except that students at Edmonds Senior had only half the usual percentage of those who had exposure in elementary school and almost twice the percentage who studied foreign language only in senior high.

By reference to Item 5, we find that of those students who took foreign language in junior high only, 83% had two semesters or less and that 42.6% do not intend to take foreign language in the future (Item 2).

> Among those who had taken foreign language previously, more students do not continue because of what happens in the foreign language classroom than for any other reason.

Among the responses to Item 10, "Why aren't you taking foreign language now?" the most frequently cited answer was "I've had a foreign language before, and I didn't like it." This response had the highest percentage among all who had previously taken foreign language, whether it be at junior high, senior high, or both, and was significantly higher than whatever response received the next highest number of votes. (2) By reference to Items 5 and 2, we find that of those students who took foreign language in junior high only, 83% had two semesters or less and that 42.6% of this group do not intend to take foreign language in the future. Of the students who studied foreign language only in senior high, 82.8% had two semesters or less and 46.6% do not expect to study foreign language in the future. Of those who took foreign language both in junior and senior high, only 35.5% ever went past the fourth semester, and of this group 46.2% indicated that they did not expect to take foreign language in the future.

Summary

Thus, we find that almost half of the students not currently enrolled in foreign language have previously been exposed to foreign language, the majority having started in junior high school. Less than a quarter of those who began foreign language in the junior high school continued the study into senior high. At whatever level the student began or ended his foreign language study, we find that just under half expect to take up foreign language again--or from a different view, for that group which had foreign language experience in senior high, less than 7% indicated that they definitely do intend to study foreign language in the future. Since almost a third of former foreign language students indicated that they were now avoiding foreign language because of their previous experience, we must conclude that the Edmonds District foreign language program has not met its stated objective of developing in the student "a positive attitude toward foreign language learning."

Reactions From All Nonparticipants

Current Negative Influences

> "Lack of practical value" and "course is hard" are primary considerations in minds of students avoiding foreign language.

A popularly held view by foreign language teachers here and elsewhere is that potential students are turned away from foreign languaage study by counselors. This survey failed to support this belief. In Item 11, only 9.6% of the respondents indicated that they were not taking foreign language this year because of advice of counselors, compared with 16.6% who felt that foreign language has no practical value and 16.5% who reported that they had heard that the course in that school was very hard. (3) Of those students who indicated that they never expected to take foreign language in the future, only 2.2% indicated that their decision was affected by counselors as contrasted with 26.2% who felt that foreign language has no practical value. This emphasis on practicality is further borne out by the number of students who responded to the question in Item 10, "Why aren't you taking a foreign language this year?" by choosing "I don't have any need for foreign language for the kind of job I expect to have." (4) This response, with 17.7% of the total group, ranked second to an indication of scheduling difficulties. Among those who do not intend to take a foreign language in the future, this job consideration was the most popular, with a 26.9% return. The view that "foreign language has no practical value" is repeated with similar percentages in Item 11.

> Many students report they do not have time for foreign language study, which may mean they do not feel it worth their time.

Both in Items 10 and 12 is an indication that scheduling provides a major problem. Of the total returns, 21.3% indicated in Item 10 that they wanted to take foreign language this year but couldn't fit it into their schedule, and in Item 12 18.4% of the students indicated that more time in their schedules might have persuaded them to take foreign language this year. (5) However, also in Item 12, only 3.9% of the total sample indicated that a desirable change in the present program would be to have courses offered at a different period. This 3.9% might be considered as those students who had a genuine schedule conflict, which would mean that the remainder of the 18.4% could not fit foreign language into their schedules because they did not feel the need to. These responses would seem to indicate that foreign language teachers must be aware that they are operating in a buyer's market--very few students must take foreign language (the impetus of college carried only moderate weight in Items 10 and 11), (6) and therefore more students will enroll in foreign language only if the program is more attractive than some other offerings in the curriculum. (7) An old salesman's adage is that the customer can afford anything he wants badly enough, and this also seems approprite here--if the student wants foreign language, he will find a way of working it into his schedule.

Summary

Bearing in mind that the highest percentage response given either by former students or from the total sample to any of the ten choices in Item 10 ("Why aren't you taking a foreign language this year?") was the 29.7% registered by those former foreign language students who answered "I've had a foreign language before, and I didn't like it," it becomes rather clear once again that foreign language teachers themselves are chiefly responsible for declining or insufficient enrollments. The lack of practical value and reports that courses are "very hard" were important considerations, also. What students may have meant by these complaints might be illustrated in the responses to Items 12 and 13.

Recommended Changes

> Opportunities for self-pacing and courses with much greater emphasis on speaking are high priority items.

Item 12 asked, "Which of the following changes in the present program might have persuaded you to take foreign language this year?" Ten choices were listed, one of which ("If I had more time in my schedule") was discussed above. Ranked very high among the suggested changes was the opportunity for the student to work at his own speed. (8) Edmonds Senior High had an insignificant response to this, since this opportunity has been available there for the past three years. (9) In three of the other four high schools and among those with previous experience in foreign language, this change had highest priority. Learning to speak without the necessity of being concerned with reading and writing was also a popular choice--six to ten times more popular than the suggestion for courses in reading and writing to the exclusion of speaking. (10) The demand for development of pure conversation classes is even more dramatically illustrated by the responses to Item 13: 'What kind of course would you have been willing to sign up for if

it had been offered?" The first ranked response in every division was "Conversation in the language, with no grades." The response in second rank was "A course which would teach you how to get along in the country." (11) The first response held a large margin over the second, and the two together far outstripped the other eight suggestions.

> Pass/fail grading, more "fun," and short-term courses also have student support.

Other proposed changes in the present program which received fairly strong support were the opportunity to choose pass/fail grading (12) and the recommendation that foreign language would be more attractive "if class were more fun" (13) and "if you could take it for a shorter period of time." In light of the sizeable number of students who indicated in Item 11 that they stayed away from foreign language because "the kids say that the course here is hard," it is interesting to note that only one-third to one-half that number indicated in Item 12 that they might have been persuaded to take foreign language this year if there were less homework, and far fewer than that suggested that classes should be "better structured and more challenging." (14)

Summary

Responses in Items 10-12 as well as in 14 indicate that students see foreign language as a study of little value and much difficulty. The strong interest in courses in conversation and getting along in the country lead one to suspect that this kind of content is what to the student would mean "practical value." The responses in Items 12 and 13 seem to indicate that what the students view as "hard" in the language is not so much the work of learning the language as the lack of interesting material or presentation, i.e. since the responses indicate that many students feel that class should be more "fun" but do not also indicate to the same degree (especially among those who have previously had foreign language) that there should be less homework, the proper conclusion would seem to be that the work of learning the language is not as objectionable as the kind of work required. (15) It would seem that the district program should be expanded to include the kinds of courses for which interest has been expressed: courses designed specifically to develop conversational skills, especially for traveling, and a general infusion of more interesting material in all foreign language courses.

Overall Attitudes

> The prevailing attitude of students surveyed is that since foreign language study has little practical value, it has little personal value.

The responses to Items 14-16 tend to verify in terms of general student attitudes toward foreign language the conclusions reached more specifically in the earlier items. The predominant attitude is one of practicality: in Item 14, students indicated by a ratio of two or three to one that the best reason for studying a foreign language was "if you're going to travel or live in another country" (16) and "because of college requirement." Far behind these two responses in third position was the response "if you need it for a particular job." In Item 15, in which students were asked "How important is it to learn another language?" almost twice as many selected "It's OK for those who want it, but not for everyone" as the second most popular response, (17) "It's fine if you have the time, but it's not as important as most other things in school." (18) The third ranked response from the total group (and second among former language students) as that "almost everyone should have at least some foreign language." In Item 16, in which the respondents were to indicate which statements were true, the greatest response was in opposition to the foreign language requirement. Secondly, students indicated that they felt that "it's fun to be able to say things in another language." In third and fourth places were the responses that "knowing another language is an important part of a person's general education" and "foreign language study is worthwhile only if you stay with it at least three or four years." In Item 16, 9.6% of those who had taken foreign language only in junior high responded that "learning another language is very hard work," 13.8% of those who had studied foreign language only in senior high chose this response, but 23.1% of those who had been both in junior and senior high programs selected this.

Summary

The emphasis on practical objectives is not surprising. However, the relatively light response to such statements as "Learning another language is the best way of getting to know another people" and "The most important benefit of learning a foreign language is learning a new way of expressing ideas" indicates that even among those who have previously been in foreign language classes some of the basic attitudinal objectives of the district program have not been picked up by the students. The fairly consistent pattern of responses in Items 14-16 among former language students and the total sample indicates that the basic student attitudes toward foreign language have not been significantly altered by the exposure to the foreign language program. (19)

Approximately only one-third as many students who begin foreign language in junior high continue into senior high as those who study foreign language in junior high only, and of those who continue into senior high the majority complete at least two years. The relatively high percentage of this group which indicated that foreign language learning was "very hard work" compared with the junior high group seems to indicate that foreign language courses become increasingly difficult--but not more interesting--the further the student progresses. If this be true, students can hardly be expected to stay in the program for an extended period of study, especially in light of the response in Item 11 of those who avoided foreign language this year because "the kids say the course here is very hard."

Epilogue

Not all of the written student comments were negative. A short note on the back of one answer sheet perhaps best emphasizes the attitude which the foreign language program needs to nurture: "It's neat you guys are taking this test. It only proves that you want what the kids want."

STUDENT COMMENTS

Number

(1) Not only did I take Spanish, but French, too, in my sophmore year. I dropped both classes. Spanish in my freshman year, French in my sophmore year. I have no knack for speaking a foreign language, and no desire to take a foreign language.

(2) Nothing anyone said made me not want to take the class but I didn't benefit at all from taking it last year.

I am not at interested in French or any other foreign language anymore. I took French in junior high and I haven't even considered taking any more of it. The teacher was good, I just couldn't hack the class and it was boring, the work was hard and slowly my grade dropped. French just can't be made interesting for me. Please stop pestering me with these little tests. I have other school work to do.

I took Spanish in the 9th grade in Calif. I did not have any thing against the teacher personally I just didn't learn in the matter that he taught. So if I took another language I guess I would have to know the teacher first.

I was very interested in the 9th grade to learn a foreign language and enjoyed it, then I got to HS and independent study was the program. The teacher never helped me. Sure he can speak the language but he's a rotten teacher. He only spoke in the language & I couldn't understand him and he wouldn't help me. I have lost all interest & I did flunk when I last took the language since then I don't ever want to have anything to do with the teaching system concerning foreign language.

(3) No one influenced me. Parent's tried to talk me into taking a foreign language course. I just had no interest in it. I wouldn't have taken a course no matter how they made it.

I don't think anybody needs a structured study of foreign language. If they go to another country, all they need is a handbook or a good head. I made it in three countries without anything but my head. And made it well.

I have never felt that it was important if you don't plan on going to the contry (sic) that speeks (sic) this language.

In my case I never had no real intrest (sic) in a foreign language, so I never took any course on any foreign language.

(4) I was considering taking a foreign language this year, but I was told to take business classes, so I could get a job.

Foreign language is great for some people, it should not be a requirement for the main reason student (some) study for jobs which don't require foreign language and I'm study business courses and I'm not interested and have more valuable course to me then foreign language. Thank you.

Student Comments (continued)

Number

(5) I have considered it (foreign language). I just feel that it would require a lot of work which my schedule won't allow for at this time.

I would enjoy a language but with my other interests I haven't had time.

(6) The main reason I'm planning to take a foreign language is because of college requirements, although it is valuable for a general education.

The only reason I will take a foreign language is to get into a certain college.

(7) I would have continued with a foreign language but I didn't feel that I learned anything and to me it was a waste of my time when I could be learning something else. I didn't like the teacher and the way he handled the class and his methods of teaching turned me off.

(8) The reason Spanish was too hard for me was I got behind & couldnt catch up.

I feel that any class no matter what should be independent study or go at your own speed because so many people may lose a few days and theyre lost for weeks, and then there are other people who can learn more and faster in a semester than others. But they don't because they have to go at the same rate as the slower people. Maybe some need more help than others but don't get it because the teacher is talking to the whole class and can't explain it very well as so many different questions are asked. It often confuses the people who really weren't sure in the first place and the ones who know what they are doing just get bored.

I think more students would be interested in foreign language if we were able to study it our own pace.

I would have stayed in my class if I could have worked at my own rate. I just kept falling more behind because it took me a little longer to learn & understand what I was doing than it did for most of the other students. Besides that, the teacher would stand around and talk to all his "pets" instead of helping students that really need some help.

In my opinion and the opinion of others that were in my class you need push and certain goals to be reached which should be made by teachers. The way the system is set up it's too easy to cheat, teachers are too busy with other pupils. So you lag behind waiting, all of a sudden when they aren't busy they wonder why you aren't farther. Teachers exspect the noise in the classroom to be kept down to a minimum and this is ridiculous especially when students are waiting for help. For history this sytem is fine, but for a language you know little or nothing about, to try to teach yourself out of a book is absurd.

Student Comments (continued)

Number

(8) Language is fun and very hard to learn, because the teacher expects you to learn very quickly when you have a mind that doesn't memorize as fast as others, so you lag behind, get frustraited, the teacher goes ahead with most of the class, and completely forgets about you struggling behind to try and catch up. You have to teach youself how to speak it and everything, so you just drop out of the language cuz it'ε no fun to teach yourself.

I think that the teachers that teach foreign languages should allow each student to work at his or her own pace because there are a lot of kids who drop out of their foreign language classes just for the simple reason that they can't keep up with the speed that the teacher is teaching it.

In ninth grade Spanish we had the continuous progress program. It turned out to be really bad because some people just can't work good on their own. The Pass-Fail system isn't good either because it makes a persen want to try just hard enough to pass. There's nothing else to work for.

(9) The reason I am not taking language is that I can't get enough credits the way it is set up. If you go at your own pace and you don't keep up to what the teacher expects, you don't get credit.

(10) A lot more people would take a foreign language if all they had to learn to do was talk it.

(11) I would take only one year of Spanish if it wasn't a college requirement. I just would like to know enough so that I could get along in the country.

(12) The main reason I think people don't take foreign languages is because it's difficult to learn and most of the courses and teachers who teach it are boring. More pupils would take a foreign language if the course was pass/fale (sic) and only the speaking of the language was taught.

(13) Have more fun - to much work. Have cooking - parties and other activities besides grammer (sic).

Spanish is no fun but French is pretty interesting. In Spanish I learned nothing but in French I learned & remembered it. I took French before Spanish & when I came out about of Spanish I only learned how to say hello, but I still remembered the French I learned the year before.

(14) For me the system of foreign language offered at E. H. S. was not structured enough for me to get interested.

(15) New ways should be developed to learn foreign languages. Not necessarily less home work but better textbooks & teaching aids. The teachers try their best but can't always get the message across by themselves.

Student Comments (continued)

Number

(15) The course should not change methods from Junior High to High School.

German was O.K., but it was too much work, and it wasn't interesting enough to make the work worthwhile.

I liked learning the language (espeacially enjoyed speaking) because it's a beautiful language and because it would be really neat to be able to communicate with a French person if the chance should arise. The reason I quit was because I felt that the teachers were crummy in that they gave too much busy work when they could have been putting more effort in to speaking with the students. Also I felt that we were not learning enough for the time alotted.

I would have stayed in the program longer but all we did was come into the classroom, sit down, turn on the tape recorder and repeat things until the bell rang. It was very boring and I hated to come to class. That was in the tenth grade but it was fun in ninth grade because we had a teacher to teach us not a tape recorder.

I took Spanish in 8th grade in Calif. This wasn't enough to take 2nd year at the 4 year high school so I took first year in grade 9. I learned all tenses of the verbs that year - it was hard work; but, I enjoyed it. In grade 10 I moved here and enrolled in 2nd year class. This was extremely boring because I didn't learning anything except for a little vocabulary. I feel I could have gotten into 3rd year; but, that class didn't have a full time teacher so they sat around and corrected papers for the teacher. I don't believe you can learn a language without homework either.

(16) I'll take French for two years. I want a have a general (sic) knowledge of it since I spend a lot of time in Canada. I'm also taking two years in case I go into college.

I enjoy learning many languages because I am going to travel quite a bit.

(17) A foreign language <u>requirement</u> is unnessessary. Too many classes are forced on students in order to give them their quota of 'a well-rounded education'. What is the value of a course taken to fulfill a requirement an be later totally forgotten? Students with a particular reason for taking another language should have the class available to them. I'd like the public schools to review the value and purposes for foreign language classes; the justification I have heard are all rather vague. Your survey seems to assume that I am so disenchanted with the program that I wont take it. I <u>will</u> take it, but admittadly it will be only to fulfill the quota.

(18) I wanted to take a foreign language but my mother said that it wasn't as important as other things so I couldn't.

(19) Foreign languages are a waste of time as not many people go on to school (college) and major in it. Once out of high school it is usually forgotten. Its just a class which pays a teacher wages for doing nothing. If foreign languages are so much needed why aren't the teachers out of this country teaching in a peace corp or something.

TABLE I

FOREIGN LANGUAGE ENROLLMENTS
in
Senior High Schools

October, 1972

All figures indicate the percentage of the total student body population enrolled in foreign language, i.e. the percentage of the potential audience actually involved.

School	57-58	62-63	66-67	67-68	69-70	70-71	71-72	72-73
Edmonds	24.6	29.9	34.9	31.4	27.8	30.5	29.8	27.6
Terrace			21.5	21.4	20.5	20.2	21.8	16.5
Meadowdale			30.8	29.6	24.7	23.3	26.6	17.5
Woodway				29.6	33.7	33.8	30.4	29.9
Lynnwood						10.1	19.5	16.3
District Senior Highs			29.4	27.8	26.3	26.2	26.2	21.8

The following figures indicate total enrollments and total foreign language enrollments for each high school:

School	57-58	62-63	66-67	67-68	69-70	70-71	71-72	72-73
Edmonds	1155 284	1598 462	1480 517	1360 429	1386 385	1332 406	1315 390	1213 335
Terrace		1269	1293 278	1348 288	1424 292	1361 276	1204 263	1072 177
Meadowdale			1413 435	1467 433	1447 358	1259 293	1196 318	1131 198
Woodway				359 106	1097 370	1235 418	1175 357	1137 340
Lynnwood						298 30	704 137	1089 177
District Senior Highs			4186 1230	4542 1256	5354 1405	5485 1423	5594 1465	5642 1227

TABLE II

SUMMARY OF STUDENT RESPONSES

Questions	Dist.	TH	LH	EH	WH	MH	Fut. No	Prev. FL	JH	J/S	SH	Sp	Fr	Ge
Total Returns:	77.5	94.5	91.5	86.0	62.7	52.5	275	334	136	52	58	197	121	42
1. Grade in school this year.														
10	36.4	30.2	41.9	34.4	42.0	34.7	22.5	31.2	47.8	3.8	1.7	34.5	33.1	38.1
11	33.1	33.1	30.5	29.8	31.0	44.9	39.3	34.8	31.6	44.2	37.9	35.5	33.9	28.6
12	29.9	36.1	29.9	35.1	27.0	19.4	38.2	33.9	19.9	51.9	60.3	29.4	33.1	33.3
2. Expect to take FL in future?														
No	40.1	43.2	40.7	42.4	37.0	33.7	100	43.8	42.6	46.2	46.6	46.7	38.8	40.5
Perhaps	38.7	39.1	37.1	37.7	44.0	36.7		39.0	33.8	48.1	46.6	35.0	38.0	42.9
Yes	20.7	16.6	21.0	19.9	20.0	29.6		17.4	24.3	5.8	6.9	19.3	23.1	14.3
3. Ever studied FL in school?														
Yes	48.8	41.4	45.5	55.6	54.0	51.0	53.5	100	100	100	100	100	100	100
No	47.2	54.4	50.3	39.7	42.0	45.9	44.4							
4. Which FL did you study?														
Spanish	54.1	61.3	76.2	46.4	51.8	60.0	62.5	54.1	47.8	46.2	34.5	100		
French	36.0	28.6	35.5	44.0	55.4	46.0	33.3	36.0	45.6	48.1	24.1	5.6		11.9
German	12.6	14.5	11.8	16.7	22.3	8.0	13.6	12.6	9.6	3.8	34.5	2.5		100
Latin	.9		2.6		3.7	4.0	2.0	.9		1.9	1.7	.5		
Russian	.9	7.1	10.5	3.6	3.7	4.9	6.1	.9		1.9	5.2			
Japanese	.6	2.9	1.3	1.2			.7	.6			1.7			
Swedish	.3		1.3	1.2				.3			1.7			
Greek	.3			1.2	1.8		1.4	.3			1.7			
Other	.6	1.4	5.3			2.0		.6						
5. How many semesters did you study?														
2	38.4	37.1	43.3	34.5	44.4	44.0	39.4	38.4	55.1	5.8	39.7	35.5	35.5	35.7
1	29.7	40.0	31.5	37.0	20.4	22.0	30.6	29.7	27.9	1.9	43.1	32.5	19.0	31.0
4	13.2	15.7	14.5	7.1	22.3	16.0	15.6	13.2	6.6	44.2	10.3	11.2	14.9	11.9
3	6.3	5.7	6.6	8.3	5.6	8.0	8.2	6.3	7.4	13.5	3.4	4.1	9.1	7.1
5-6	6.6	5.8	2.6	9.5	3.7	18.0	6.8	6.6	.7	28.9	1.7	7.6	5.8	2.4
8 or more	3.9	1.4	7.9	7.1	3.6	2.0	3.4	3.9		7.6		3.5	4.2	2.4

Questions	Dist.	TH	LH	EH	WH	MH	Fut. No	Prev. FL	JH	J/S	SH	Sp	Fr	Ge
6. Where did you study the language?														
Junior high only	40.2	44.3	38.2	41.7	40.8	38.0	39.5	40.2	100			33.0	46.3	28.6
Grade school (on a regular basis)	20.1	25.7	27.6	11.9	22.3	20.0	21.0	20.1				28.9	5.8	11.9
Senior high only	16.8	17.3	15.8	29.9	11.1	8.0	19.0	16.8			100	10.2	10.7	42.9
Junior and senior high	14.7	10.0	11.8	14.3	22.3	24.0	16.4	14.7				12.2	20.7	4.8
Grade school and junior high	6.0	2.9	9.2	7.1	3.7	10.0	4.8	6.0				8.6	1.7	2.4
Grade school into senior high	1.8	1.4	2.6	2.4		4.0	1.4	1.8				1.5	1.7	
7. What grade did you begin study?														
9	32.7	38.6	26.3	23.8	50.0	32.0	35.4	32.7		67.3	10.3	26.4	41.3	14.3
4-6	18.3	18.6	29.0	11.9	14.8	22.0	18.4	18.3	12.5	1.9	5.2	25.4	5.8	9 5
8	17.7	11.4	17.1	27.4	14.8	32.0	12.9	17.7	49.3	21.2		16.2	21.5	9.5
1-3	9.6	10.0	14.5	9.5	5.6	8.0	8.8	9.6	1.5		5.2	12.2	4.1	7.1
10	9.0	12.8	6.6	14.3	5.6	4.0	10.2	9.0			5.0	5.1	5.0	14.3
7	7.2	10.0	9.2	7.1	1.8	8.0	10.2	7.2	36.0	9.6		6.1	5.8	
11	5.4	4.3	7.9	9.5	5.6		5.4	5.4			29.3	3.0	4.1	11.9
12	.3	2.9		1.2				.3			1.7	1.0		
8. Why did you enroll originally?														
Thought it would be fun to learn	37.8	42.8	40.0	35.7	37.0	30.0	35.4	37.8	58.8	34.6	25.9	34.5	37.2	28.6
Required of everyone in class	19.8	28.6	28.9	11.9	14.8	18.0	23.1	19.8	2.9	1.9	5.2	29.4	3.3	11.9
Needed for college or career	18.6	8.9	15.8	25.0	18.6	30.0	19.0	18.6	15.4	36.5	34.5	14.7	21.5	14.3
Advice/pressure from parents	8.4	11.4	6.6	9.5	13.0	8.0	10.9	8.4	7.4	21.2	12.1	8.6	6.6	11.9
Advice/pressure from counselor	5.1	5.7	6.6	8.3	1.8	8.0	4.8	5.1	3.7	1.9	12.1	3.0	5.8	9.5
Thought I might travel to country	4.5	2.8	3.9	7.1	7.4		1.4	4.5	3.7	1.9	8.6	2.5	5.0	4.8
Encouragement by friends	3.3	2.8	3.9	2.4	5.6	4.0	4.8	3.3	5.1	1.9	3.4	2.0	5.0	4.8
To avoid reading class	3.0	1.4	3.9	2.4		8.0	3.4	3.0	2.9			3.0	2.5	2.4
Wanted to learn people/culture	2.4	1.4	3.9	2.4	3.7	2.0	.7	2.4	3.7	3.8		2.5	2.5	2.4
9. General feeling about FL learning?														
Interesting and fun	18.6	12.8	19.7	14.3	22.3	30.0	10.2	18.6	19.1	19.2	19.0	14.7	18.2	11.9
OK at first, but became boring	16.2	21.4	19.7	19.0	1.8	18.0	23.1	16.2	17.6	7.7	19.0	15.7	14.0	14.3
Fun but did me no real good	13.2	21.4	14.5	9.5	16.6	6.0	16.2	13.2	15.4	7.7		16.2	6.6	11.9
Depended on teacher whether fun	11.4	4.3	11.8	11.9	20.4	16.0	8.2	11.4	5.9	19.2	15.5	11.2	10.7	7.1
Didn't like program set-up	11.4	8.9	11.8	14.3	7.4	16.0	10.9	11.4	11.8	23.1	10.3	10.2	11.6	11.9
Like it, but too hard for me	10.2	15.7	10.5	9.5	9.3	4.0	11.6	10.2	5.9	5.8	25.9	8.6	7.4	19.0
Generally boring	7.8	12.8	5.3	11.9	7.4	4.0	12.3	7.8	8.8	3.8	5.2	9.6	5.0	9.5
Interesting, but too much work	6.3	5.7	3.9	4.8	13.0	10.0	8.2	6.3	9.6	9.6	1.7	4.6	9.1	4.8
Teacher turned me off	6.3	1.4	9.2	9.5	7.4	4.0	4.8	6.3	7.4	3.8	10.3	7.1	5.8	2.4
Didn't like the textbook	1.2		3.9		1.8	2.0	.7	1.2	1.5	3.8	1.7	1.0	.8	2.4

Questions	Dist.	TH	LH	EH	WH	MH	Fut. No	Prev. FL	JH	J/S	SH	Sp	Fr	Ge
10. Why are you not taking FL this year?														
Wanted to, but couldn't schedule	21.3	17.8	25.7	18.5	17.0	28.6	3.3	21.6	25.0	17.3	24.1	20.8	28.9	19.0
No need for FL for job I expect	17.7	18.9	18.6	19.2	15.0	14.3	26.9	14.1	13.2	9.6	6.9	19.3	11.6	9.5
Never even considered taking FL	16.6	19.5	19.2	11.9	15.0	16.3	21.5	6.3	2.9	1.9	1.7	10.2	2.5	4.8
I've tried FL and didn't like it	15.8	12.4	13.2	23.8	17.0	12.2	23.3	29.7	33.8	30.8	34.5	24.9	27.3	40.5
Most colleges don't require FL	7.9	9.5	6.0	7.3	7.0	10.2	5.1	5.4	4.4	1.9	5.2	4.1	6.6	
Afraid it would be too hard for me	7.7	7.7	9.6	6.6	11.0	3.1	8.7	8.1	11.0	7.7	10.3	5.1	9.1	16.7
Didn't want to chance low grade	5.3	5.9	3.6	4.6	9.0	4.1	3.6	6.3	6.6	3.8	3.4	7.6	3.3	7.1
I've completed my FL requirements	4.1	2.4	1.8	5.3	3.0	10.2	5.8	7.5	2.2	26.9	8.6	7.1	8.3	4.8
Advised against it by adults	2.6	4.1	2.4	2.6	1.0	2.0	1.8	1.8	2.2	1.9	1.7	1.5	1.7	
What I'd heard from other students	2.3	2.4	2.4	1.3	5.0	1.0	2.5	.6	.7		1.7	.5	1.7	2.4
11. What affected your decision?														
FL has no practical value	16.6	15.4	19.2	19.2	14.0	13.3	26.2	13.5	16.2	1.9	17.2	13.2	13.2	14.3
Kids say course here is very hard	16.5	18.9	14.4	17.2	21.0	10.2	16.0	15.9	17.6	17.3	10.3	16.8	13.2	11.9
Only need 2 years of FL for college	10.2	7.1	8.4	9.9	11.0	18.4	6.5	12.6	8.1	36.5	12.1	10.7	16.5	7.1
Counselor told me to wait	9.6	8.9	10.8	9.3	8.0	11.2	2.2	8.4	9.6	1.9	3.4	9.1	13.2	2.4
FL is only for college-bound	7.6	9.5	4.8	7.9	8.0	8.2	12.0	9.0	8.1	5.8	10.3	10.2	5.0	14.3
Parents never had any use for FL	7.2	7.7	6.6	6.6	8.0	7.1	8.4	5.1	6.6	1.9	6.9	6.1	5.0	4.8
Everywhere people speak English	6.7	5.9	8.4	4.6	9.0	6.1	6.9	6.9	10.3	3.8	5.2	6.6	6.6	11.9
Kids say teacher is dull and boring	5.7	4.1	4.8	6.0	3.0	12.2	6.9	6.9	5.9	7.7	5.2	7.1	5.8	9.5
You need to be good in English	5.3	7.1	7.2	4.0	4.0	2.0	5.8	4.8	5.1	3.8	5.2	4.1	5.0	7.1
Kids say program here is no good	3.4	5.3	1.8	4.0	2.0	3.1	3.3	5.1	5.9	13.5	1.7	4.6	5.8	2.4
12. What changes in present program?														
More time in my schedule	18.4	16.6	21.6	11.3	17.0	28.6	9.8	16.5	15.4	9.6	19.0	18.8	16.5	9.5
Work at your own speed	17.8	21.3	18.6	.9	15.0	13.3	21.1	18.9	20.6	7.7	13.8	24.4	12.4	9.5
Just learn to speak without r/w	12.8	15.4	10.8	15.2	14.0	7.1	17.5	14.1	16.9	11.5	19.0	10.7	16.5	19.0
Pass/fail grading	11.7	13.0	7.8	9.3	17.0	14.3	8.4	10.2	9.6	7.7	6.9	10.2	10.7	7.1
If class were more fun	10.7	8.3	12.6	13.2	9.0	9.2	12.4	12.9	14.7	15.4	15.5	12.2	14.0	16.7
Shorter length of time	9.1	9.5	7.8	7.9	9.0	12.2	10.2	6.3	8.1	7.7	1.7	7.6	5.8	9.5
Less homework	7.9	8.9	9.6	3.3	9.0	9.2	7.3	7.8	8.8	11.5	5.2	9.1	5.8	4.8
Courses at different period	3.9	2.4	5.4	6.0	4.0	1.0	2.2	4.8	4.4	5.8	8.6	4.1	6.6	4.8
Classes structured and challenging	2.3	1.2	.6	6.0	1.0	3.1	2.5	3.0	.7	11.5	8.6	2.5	3.3	7.1
Read/write without speaking	1.8	1.8	.6	2.0	2.0	3.1	3.3	2.1	2.2	3.8	5.2	.5	3.3	4.8

Questions	Dist.	TH	LH	EH	WH	MH	Fut. No	Prev. FL	JH	J/S	SH	Sp	Fr	Ge
13. What course should be offered?														
Conversation, no grades	28.8	24.9	28.1	31.1	33.0	28.6	24.0	31.2	31.6	30.8	20.7	29.4	32.2	26.2
How to get along in the country	17.1	18.3	13.8	17.9	13.0	23.5	16.4	16.8	14.0	25.0	15.5	18.8	14.9	16.7
Short-term intro to the language	10.9	10.7	10.2	11.3	14.0	9.2	10.5	8.1	8.1	3.8	12.1	8.6	6.6	16.7
Independent-study projects	10.4	8.9	13.2	8.6	6.0	15.3	9.1	11.7	11.0	13.5	10.3	10.7	11.6	2.4
Customs and little language	7.6	7.7	12.6	5.3	6.0	4.1	7.6	5.7	5.1	5.8	5.2	7.1	5.8	9.5
One activity of other country	7.2	5.3	12.0	5.3	6.0	6.1	9.5	7.2	4.4	7.7	6.9	8.6	4.1	7.1
Grammar/vocabulary review	7.2	8.3	4.8	6.0	10.0	8.2	6.9	9.3	12.5	9.6	10.3	9.6	5.8	11.9
Reading, no speaking	6.3	4.7	4.8	7.9	8.0	7.1	9.1	7.5	9.6	7.7	10.3	6.1	10.7	11.9
Foreign lit. taught in English	2.2	1.8	3.6	1.3	1.0	3.1	3.6	1.2	2.2			.5	2.5	
Comparative lit: foreign/English	1.5	3.0	.6	.7	1.0	2.0	1.8	1.5		1.9	5.2	1.0	3.3	
14. Best reason for studying FL?														
Travel or live abroad	30.7	32.0	35.3	21.9	35.0	29.6	31.6	28.8	31.6	15.4	25.9	28.9	22.3	40.5
College requirements	27.9	26.6	24.6	34.4	24.0	29.6	23.3	28.8	26.5	30.8	34.5	26.9	29.8	33.3
Needed for particular job	12.3	13.6	10.8	13.9	10.0	12.2	15.6	9.3	11.0	7.7	8.6	12.2	8.3	2.4
Because it's a challenge	9.6	11.8	7.2	8.6	11.0	10.2	8.4	12.9	11.0	17.3	13.8	11.7	11.6	11.9
There are no good reasons	5.8	5.3	7.8	6.6	4.0	4.1	8.7	5.1	5.9	1.9	1.7	5.6	5.0	4.8
Different way of saying things	5.7	2.4	7.2	4.0	12.0	5.1	4.4	6.6	8.1	5.8	3.4	5.6	10.7	4.8
Know other people better	5.1	3.6	4.8	6.0	6.0	6.1	4.4	5.7	3.7	11.5	8.6	6.1	7.4	2.4
Help you understand English	2.0	1.8	2.4	1.3	1.0	4.1	3.3	2.1	2.9	1.9	3.4	1.0	2.5	2.4
Help you think better	1.6	1.2	2.4	2.6		1.0	.4	2.1	.7	7.7	1.7	2.0	.8	
Prove that you are smart	.6	1.2	.6	.7			1.1	1.2	.7	1.9		1.5		
15. How important to learn another language?														
OK if you want it, but not for all	35.8	34.9	38.3	35.1	38.0	31.6	46.2	34.5	33.8	42.3	31.0	36.0	29.8	23.8
OK if you have time, but not as important as other things in school	19.0	19.5	16.2	19.9	20.0	20.4	18.2	18.9	16.2	17.3	24.1	18.3	16.5	33.3
Almost everyone should have some FL	17.5	14.8	16.8	14.6	21.0	24.5	5.5	21.6	22.1	25.0	17.2	17.8	30.6	14.3
Only for those with specific needs	15.6	15.4	16.8	19.2	9.0	15.3	14.9	13.5	17.6	3.8	12.1	17.8	11.6	7.1
Really a waste of time	4.2	5.3	4.2	5.3	4.0	1.0	5.5	4.5	2.9	5.8	6.9	4.6	2.5	11.9
Only college-bound should study FL	3.8	3.6	3.6	4.6	3.0	4.1	6.5	3.6	5.9		3.4	1.5	5.0	4.8
Should be HS graduation requirement	1.9	1.2	3.0	1.3	4.0		.7	2.1	1.5	3.8	1.7	2.5	2.5	

Questions	Dist.	TH	LH	EH	WH	MH	Fut. No	Prev. FL	JH	J/S	SH	Sp	Fr	Ge
16. Which of the following are true?														
FL requirement is ridiculous	22.8	20.7	21.6	26.5	23.0	22.4	30.2	21.3	16.9	13.5	22.4	23.4	19.0	19.0
It's fun to speak another language	18.7	16.6	23.4	14.6	19.0	20.4	12.7	18.9	19.9	17.3	15.5	19.8	23.1	9.5
FL is important part of general ed.	15.0	11.8	16.2	14.6	15.0	19.4	5.8	13.5	14.0	15.4	19.0	12.2	19.0	11.9
FL worthwhile only after 3-4 years	14.5	18.9	10.2	15.2	12.0	15.3	15.3	15.6	15.4	11.5	10.3	14.2	14.0	11.9
FL learning is very hard work	9.1	8.9	9.0	11.9	4.0	10.2	13.5	10.8	9.6	23.1	13.8	10.2	10.7	21.4
Must be pretty smart to learn FL	7.6	7.7	6.6	7.9	8.0	8.2	10.5	8.4	8.8	5.8	15.5	9.1	5.8	9.5
FL best way to know another people	7.6	8.5	9.0	5.3	8.0	5.1	5.8	7.2	5.1	7.7	10.3	5.6	8.3	9.5
Best thing is new way of expression	7.2	7.1	7.8	7.3	5.0	8.2	6.9	6.0	7.4	9.6	6.9	3.0	11.6	4.8
Spanish is easiest FL to learn	5.0	6.5	7.2	2.6	4.0	3.1	4.7	4.8	2.9	7.7	1.7	7.1	1.7	2.4
Should get ready for job instead of wasting time on FL	3.9	4.7	3.6	3.3	3.0	5.1	5.5	3.6	2.9	1.9	1.7	5.1	1.7	2.4

TABLE III

SUMMARY OF STUDENT RESPONSES

Questions	Dist.	TH	LH	EH	WH	MH	Fut no	Prev. FL	JH	J/S	SH	Sp	Fr	Ge
1. Grade														
10	7	6	8	7	9	7	4	6	10			7	6	8
11	6	6	6	5	6	9	8	7	6	9	7	7	6	5
12	5	7	5	7	5	3	8	6	3	11	13	5	6	6
2. FL future?														
No	8	9	8	9	7	6		9	9	10	10	10	8	8
Perhaps	8	8	7	7	9	7		8	6	10	10	7	8	9
Yes	3	2	3	3	3	5		2	4			3	4	2
3. Previous FL?														
Yes	10	8	9	12	12	11	11							
No	10	11	11	8	9	9	9							
4. Which FL?														
Spanish	12	13	17	10	11	13	14	12	10	10	7			
French	7	5	7	9	12	10	6	7	9	10	4			
German	1	2	1	2	4		1	1			7			
5. Semesters?														
2	8	7	9	7	9	9	8	8	12		8	7	7	7
1	5	8	6	7	3	4	6	5	5		9	6	3	6
4	1	2	2		4	2	2	1		9	1	1	2	1
3										1				
5-6						3				5				
6. Where FL?														
Junior High	8	9	8	8	8	8	8	8				6	10	5
Elementary	3	4	5	1	4	3	3	3				5		1
Senior High	2	2	2	5	1		3	2				1	1	9
J/S	2	1	1	2	4	4	2	2				1	3	
Elem./JH						1								
7. When begun?														
9	6	8	5	4	11	6	7	6		15	1	5	8	2
4-6	3	3	5	1	2	4	3	3	1			4		
8	2	1	2	5	2	6	1	2	10	3		2	3	
1-3		1	2									1		
10		1		2			1							2
7		1					1		7					
11											5			
8. Why begun?														
Interesting and fun	7	9	8	7	7	6	7	7	13	8	4	7	7	5
Required of class	3	5	5	1	2	3	4	3				5		1
College or career	3		2	4	3	6	3	3	2	7	7	2	3	2
Advice/pressure of parents		1			1		1			3	1			1
Advice/pressure of counselor											1			

Questions	Dist.	TH	LH	EH	WH	MH	Fut no	Prev. FL	JH	J/S	SH	Sp	Fr	Ge
9. General feeling?														
Interesting and fun	3	1	3	2	4	6	1	3	3	3	3	2	3	1
OK, then became boring	2	3	3	3		3	4	2	2		3	2	2	2
Fun but no personal value	1	3	2		2		2	1	2			2		1
Depended on teacher	1		1	1	3	2		1		3	2	1	1	
Didn't like program	1		1	2		2	1	1	1	4	1	1	1	1
Liked it, but too hard	1	2	1				1	1			4			3
Generally boring		1		1			1							
Interesting, but too much work					1	1								
Teacher turned me off											1			
10. Why not now?														
Wanted it, but no schedule	3	2	4	3	2	5		3	4	2	4	3	5	3
No need in my job	2	3	3	3	2	2	5	2	1			3	1	
Never considered it	2	3	3	1	2	2	3					1		
Tried FL and don't like it	2	1	1	4	2	1	4	5	6	6	7	4	5	8
College requirements gone						1								
Afraid it was too hard					1				1		1			2
FL requirements completed						1				5				
11. What affected decision?														
FL not practical	2	2	3	3	2	1	5	1	2		2	1	1	2
Kids say it's hard	2	3	2	2	3	1	2	2	2	2	1	2	1	1
College req. only 2 years	1				1	3		1		7	1	1	2	
Counselor's advice			1			1							1	
FL only for college bound							1				1	1		2
English spoken everywhere									1					1
Kids say teacher's dull						1								
Kids say program no good										1				
12. Changes:														
More time in schedule	3	2	3	1	2	5		2	2		3	3	2	
Work at own speed	2	3	3		2	1	3	3	3		1	4	1	
Learn to speak; nothing else	1	2	1	2	2		2	2	2	1	3	1	2	3
Pass/fail grading	1	1			2	2		1				1	1	
Classes more fun	1		1	1			1	1	2	2	2	1	2	2
Shorter length of time						1	1							
Less homework										1				
More structured classes										1				
13. Courses:														
Conversation	5	4	5	6	6	5	4	6	6	6	3	5	6	5
Getting along in country	2	3	1	2	1	4	2	2	2	4	2	3	2	2
Intro. to language	1	1	1	1	2		1				1			2
Independent study projects	1		1			2		1	1	1	1	1	1	
Customs and some language			1											
One activity of country			1											
Grammar/vocabulary review					1				1		1			1
Reading, no speaking											1		1	1

Questions	Dist.	TH	LH	EH	WH	MH	Fut no	Prev. FL	JH	J/S	SH	Sp	Fr	Ge
14. Best reason:														
Travel or live abroad	6	6	7	3	7	5	6	5	6	2	4	5	4	8
College requirements	5	5	4	7	4	5	4	5	5	6	7	5	5	6
Needed for job	1	1	1	1	1	1	2		1			1		
Because of challenge		1			1	1		1	1	2	1	1	1	1
Different way of speaking													1	
Know other people										1				
15. Important?														
OK, but not for everyone	7	7	8	7	8	6	10	7	6	9	6	7	5	4
OK, but other things more so	3	3	2	3	3	3	3	3	2	2	4	3	2	6
Almost everyone should have FL	2	2	2	2	3	4		3	4	4	2	2	6	2
Only for those with specific need	2	2	2	3		2	2	1	2		1	2	1	
Waste of time														1
16. Which true?														
FL requirement ridiculous	4	3	3	5	4	4	6	3	2	1	4	4	3	3
Fun to speak another language	3	2	4	2	3	3	1	3	3	2	2	3	4	
Important to general education	2	1	2	2	2	3		1	2	2	3	1	3	1
Worthwhile only after 3-4 years	2	3	1	2	1	2	2	2	2	1	1	2	2	1
Learning very hard work				1		1	1	1		4	1	1	1	3
Must be smart							1				2			
Best way to know other people											1			
New expression is best thing													1	

EDMONDS SCHOOL DISTRICT NO. 15
Lynnwood, Washington

October, 1972

FOREIGN LANGUAGE NONPARTICIPANT SURVEY

A select group of students who are not this year enrolled in foreign language classes are being asked to fill out this survey form in order to help the Foreign Language Department in the Edmonds School District get information on what the needs of our students are. All of the district foreign language teachers will appreciate your thoughtful answers to these questions, for in this way they hope to prepare courses in the future which will be more useful and interesting to you.

Instructions: On the answer sheet, use a soft lead pencil to fill in the blank with the answer which best matches your honest opinion. If you erase an answer, be sure to erase it completely.

1. Grade in school this year:

   (1) 7 (2) 8 (3) 9 (4) 10 (5) 11 (6) 12

2. Do you expect to take a foreign language in the future?

   (1) Yes (2) Perhaps (3) No

3. Have you ever studied a foreign language in school? (1) Yes (2) No

   If your answer to No. 3. is "No," go directly to question No. 10.

   If your answer is "Yes," please complete all questions.

4. What language did you study?

   (1) French (2) German (3) Latin (4) Russian (5) Spanish

   (6) Swedish (7) Japanese (8) Greek (9) Hebrew (10) Other

5. How many semesters did you study this language: (1) 1 (2) 2 (3) 3

   (4) 4 (5) 5 (6) 6 (7) 7 (8) 8 (9) More than 8 semesters

6. Where did you study the language? (1) Grade school (on a regular basis)

   (2) Junior high only (3) Junior and senior high (4) Senior High only

   (5) Grade school and junior high (6) Grade school into senior high

7. At what grade did you begin the study of the language? (1) Grades 1-3 (2) Grades 4-6 (3) 7 (4) 8 (5) 9 (6) 10 (7) 11 (8) 12

8. Why did you enroll in the language originally?

(1) Advice (or pressure) from parents.

(2) Advice (or pressure) from school counselor or teacher.

(3) Encouragement by friends already enrolled.

(4) Needed it for college or career.

(5) Thought I might travel to the country.

(6) To avoid taking reading class.

(7) Thought it would be fun to learn another language.

(8) Required of all students in the class.

(9) Wanted to learn about the people and culture of the country.

9. What was your general feeling about your experience in foreign language learning?

(1) On the whole I found it interesting and fun.

(2) It was interesting, but was too much work.

(3) It was fun, but did not do me any real good.

(4) It was OK at first, but later it got pretty boring.

(5) It depended on the teacher whether it was interesting or not.

(6) The teacher turned me off.

(7) I thought it was generally boring.

(8) I didn't like the textbook we were using.

(9) I didn't like the program the way it was set up.

(10) I like it, but it was too hard for me to learn.

10. Why aren't you taking a foreign language this year?

(1) I wanted to, but couldn't fit it into my schedule.

(2) I've had a foreign language before, and I've completed my requirements.

(3) I've had a foreign language before, and I didn't like it.

(4) I've never even considered taking a foreign language.

(5) I don't have any need for foreign language for the kind of job I expect to have.

(6) I was advised against it by some adult(s) (parent, counselor, teacher).

(7) I was afraid it would be too hard for me.

(8) I didn't want to take a chance on making a low grade.

(9) Because of what I had heard about foreign language from other students.

(10) Most colleges don't require foreign language any more.

11. Which of the following statements have you heard <u>which influenced your decision not to enroll in foreign language this year</u>?

(1) Foreign language has no practical value.

(2) The counselor (or teacher) told me I should wait until later before taking a foreign language.

(3) My parents (or other relatives) took foreign language and they never had any use for it.

(4) The kids say that the course here is very hard.

(5) Anywhere you go nowadays, people speak English.

(6) You only need two years of foreign language to get into college.

(7) The kids say that the teacher is dull and boring.

(8) Foreign language study is only for college-bound students.

(9) You can't learn a foreign language unless you are good in English.

(10) The kids say that the program in this school is no good.

12. Which of the following changes in the present program might have persuaded you to take foreign language this year?

(1) Courses offered at a different period.

(2) Pass/fail grading.

(3) If there were less homework.

(4) If you could take it for a shorter length of time.

(5) If you could just learn to speak the language without having to read and write it.

(6) If I had more time in my schedule.

(7) If the class were more fun.

(8) If you could just learn to read and write the language and did not have to learn to speak it.

(9) If the classes were better structured and more challenging.

(10) If you could just work at your own speed.

13. What kind of course would you have been willing to sign up for if it had been offered?

(1) Conversation in the language, with no grades.

(2) A reading course, with no speaking.

(3) A short-term course which was just an introduction to the language.

(4) An independent-study course in which I could work on a project of my own choosing.

(5) A course which dealt mainly with the customs of the people, with just a little of the language thrown in.

(6) A course which would teach you how to get along in the country.

(7) A short-term course which dealt mostly with one activity of the other country--folk dances, cooking, art, etc.

(8) A short-term course comparing some literature of the other country with literature in English.

(9) A quick review of the grammar and vocabulary of the other language.

(10) A course about the literature of the other language but taught in English.

14. What do you consider to be the best reason for studying foreign language? (Mark only one answer.)

(1) If you need it for a particular job.

(2) Because of college requirements.

(3) To learn a different way of saying things.

(4) To help you understand English.

(5) To get to know other people better.

(6) To prove that you are smart.

(7) Because it's a challenge.

(8) If you're going to travel or live in another country.

(9) It helps you learn to think better.

(10) There are no good reasons.

15. How important is it to learn another language? (Mark only one answer.)

(1) It's OK for those who want it, but not for everyone.

(2) Almost everyone should have at least some foreign language.

(3) Only those people who are really going to have a specific use for it should study another language.

(4) It should be required for high school graduation.

(5) It's really a waste of time.

(6) Only those students who are going to college should study it.

(7) It's fine if you have the time, but it's not as important as most other things in school.

16. Which of the following statements do you feel are <u>true</u>?

(1) You have to be pretty smart in order to learn another language.

(2) Knowing another language is an important part of a person's general education.

(3) Having a foreign language requirement is ridiculous.

(4) Learning another language is the best way of getting to know another people.

(5) Spanish is the easiest language to learn.

(6) The most important benefit of learning a foreign language is learning a new way of expressing ideas.

(7) Learning another language is very hard work.

(8) It's fun to be able to say things in another language.

(9) Students should be getting ready to get a job instead of wasting their time on a foreign language.

(10) Foreign language study is worthwhile only if you stay with it at least three or four years.

Any additional comments will be welcome. You may write them on the back of the answer sheet.